

ABSTRACT

Siti Hajar, 2018. *Improving Students Learning Outcomes In English Through Cooperative Learning Students Team Achievement Division (STAD)*. Thesis. English Education Department, Faculty of Tarbiyah and Teachers Training. Advisor I Rahmila Murtiana, SS., MA, Advisor II Sovia Rahmaniah, M. Pd

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English is one of the lesson that the students did not like very much which could effect their learning outcomes. According to interviews with previous teachers, learning outcomes of eleventh grade has under the KKM, it because less active of the students when learning and less creative of the teacher when teaching. Therefore, researcher need to conducted a research to improve the student's learning outcomes. The research aimed to find out how cooperative learning Student Teams Achievements Divisions can improve students learning outcomes of Eleventh Grade Students at SMK Teluk Kepayang

This study was a classroom action research used the research model of Kemmis and Taggart. This study was conducted at SMK Teluk Kepayang and the subject of this research were 27 students in eleventh grade in one cycle. The research procedure consisted of planning, action, observation, and reflection. Data collection techniques used (1) observation to collect data on student activity (2) tests to assess student achievement in the end of the study (3) a questionnaire to obtained data about the implementation of students opinion cooperative learning Students Team Achievements Division. The data obtained during the research consisted of qualitative data and quantitative data. The qualitative data were obtained from observations and interviews, while the quantitative data were gained from tests.

The results showed that the students activities in the classroom was increased in every meeting. The first meeting it was 53.33%, in the second meeting it increased to 59.52%, in the third meeting decreased into 53.57, in fourth meeting it increased to 62.5%, in the fifth meeting increased to 70.63& and the last meeting it was 75%. The learning outcomes of the students also increased with average from 68.81 to 82.22. So it means that The components of STAD contributed to students learning outcomes and students' participation in the classroom in small groups.